



Book Series

Curriculum and Pedagogy

Series Editors

The Curriculum and Pedagogy Group

The Curriculum and Pedagogy book series is an enactment of the mission and values espoused by the Curriculum and Pedagogy Group, an international educational organization serving those who share a common faith in democracy and a commitment to public moral leadership in schools and society. Accordingly, the mission of this series is to advance scholarship that engages critical dispositions towards curriculum and instruction, educational empowerment, individual and collectivized agency, and social justice.

The purpose of the series is to create and nurture democratic spaces in education, an aspect of educational thought that is frequently lacking in the extant literature, often jettisoned via efforts to de-politicize the study of education. Rather than ignore these conversations, this series offers the capacity for educational renewal and social change through scholarly research, arts-based projects, social action, academic enrichment, and community engagement. Authors will evidence their commitment to the principles of democracy, transparency, agency, multicultural inclusion, ethnic diversity, gender and sexuality equity, economic justice, and international cooperation. Furthermore, these authors will contribute to the development of deeper critical insights into the historical, political, aesthetic, cultural, and institutional subtexts and contexts of curriculum that impact educational practices. Believing that curriculum studies and the ethical conduct that is congruent with such studies must become part of the fabric of public life and classroom practices, this book series brings together prose, poetry, and visual artistry from teachers, professors, graduate students, early childhood leaders, school administrators, curriculum workers and planners, museum and agency directors, curators, artists, and various under-represented groups in projects that interrogate curriculum and pedagogical theories.

Books in this series:

- Walking Away
- Who Are You Without Colonialism?
- BIPOC Alliances
- The Kaleidoscope of Lived Curricula
- Making A Spectacle
- Ideating Pedagogy in Troubled Times
- Critical Intersections In Contemporary Curriculum & Pedagogy
- Collective Unravelings of the Hegemonic Web
- Liminal Spaces and Call for Praxis(ing)
- Excursions and Recursions
- Surveying Borders, Boundaries, and Contested Spaces in Curriculum and Pedagogy

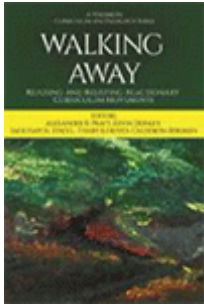
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Walking Away Refusing and Resisting Reactionary Curriculum Movements

Alexander B. Pratt, Pennsylvania State University, Altoona; Kevin Donley, Georgetown University; Sage Hatch, University of Oregon; Staci L. Tharp, Texas Tech University; Freyca Calderon-Berumen, Pennsylvania State University

2024. Paperback 979-8-88730-759-6 \$52.99. Hardcover 979-8-88730-760-2 \$94.99. eBook 979-8-88730-761-9 \$85.

Walking away is both refusal and production (Tuck & Yang, 2014), a seeming paradox taken up in work on fugitivity and marronage (Diouf, 2021; Grant, Woodson, & Dumas, 2021; Harney & Moten, 2013; Hartman, 2007), survivance (Powell, 2002; Sabzalian, 2019; Vizenor, 2008), testimonios (Calderon-Berumen, 2021; Delgado Bernal, Burciaga, & Flores Carmona, 2012; Latina Feminist Group, 2001), and other forms of critical pedagogy and curriculum. In other words, walking away presumes both the rejection of a form of status quo (walking away from something) and a new direction taken (a walking toward something else). In the context of education, many teachers and researchers have reached that breaking point where/when no more curricular/pedagogic violence can be survived, and it is in that moment that those researchers and teachers actively remove themselves from those systems and assert new courses with new possibilities.

This edited volume is a collection of works chronicling acts of refusal that manifest as walking away. In some cases what is walked away from is the erasure of experience in curriculum while in others it is a fundamentalist religious experience. In still other cases what is walked away from is the carceral nature of school discipline policies. In each case walking away is resistance, refusal, and re/co-producing new possibilities and agencies. What is walked toward is a new curriculum/pedagogy of resistance sometimes within and sometimes without that place

ENDORSEMENTS:

"Walking Away provides a window into what it is for educators to form a new world: Enter Walking Away and walk into..."
— Leonard Harris, Purdue University

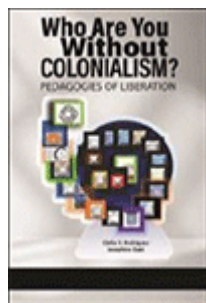
"Walking away is sure to inspire pre-service educators, practicing teachers, and others to participate in the construction of more just and equitable worlds." — Tristan Gleason, Cal Poly Humbolt

"Ultimately, Walking Away represents the capacious thinking that emerges from the various connections, conversations, and profound contributions of each author." — Boni Wozolek, Pennsylvania State University, Abington Campus

"This important book insists that we, as curriculum scholars, seriously ask ourselves what our roles and responsibilities are as academics, researchers, and educators in these dire times." — Jennifer A. Sandlin, Arizona State University

CONTENTS: Meditation: Leaving, *Lee A. McBride III*. Historian's Notes, *Jake Burdick*. Introduction. Acknowledgments. **PART I: RESISTING THROUGH REPRESENTATION.** Meditation: Why It Is So Hard to Walk Away, *Wayne Au*. Meditation: Worrying, Wording, and Worlding, *Lisa A Mazzei*. Gathering No Moss: Walking Away From the Principalship to Improve Policy and Practice, *Erin K West*. Walking Away: A Joyful Resistance, *Galicia Solon Theresa Blackman*. Walking Away From Macro-Institutional Identity Through Curriculum as Activism, *Pin-Hsuan Tseng, Ling-yu Chou, and Hung-Chi Chu*. A Discussion on How the Morning Announcements Are Harming Black Children, *Michael J. Seaberry*. Critical American Language Praxis: Rechazar las lógicas de Global English & afastar-se da hegemonia monolingue, *Grupo CaLP*. Pain and Paradox: A Diffractive Analysis of Refusal and Resistance in Urban Education, *Alexander B. Pratt and Charles Lenoir*. **PART II: ENGAGING WITH CRITICAL REFUSALS.** Meditation: Academia's Silence and Complicity in the Midst of a Genocide, *Jairo I. Fúnez-Flores*. Meditation: Gandhi's Walking Away: Materialisms, Complicities, and the Stuck Places of Curriculum Studies, *Erik Malewski*. Developing a Confluence of Identity: A Reflexive Ethnography of Reading Literature as Rhetoric, *Staci L. Tharp*. The Coloniality of Curriculum and the Silencing of Critical Literacies, *Erin Boiles and Jairo I. Fúnez-Flores*. Willful Refusal: Beyond the Illusory Guise of Diversity Work in the Neoliberal Institution, *Alycia Elfreich and Kirsten Robbins*. Queer Refusals: Walking Away From Curricular Purities, *MaryJohn R. Adkins-Cartee*. Dissenting Voices From Within: A Teacher Educator Account, *Freyca Calderon-Berumen*. Refusing Settler Grammars: Engaging Survivance to Create Possibilities, *Sage Hatch*. **PART III: CREATING SPACES FOR CULTURAL AUTONOMY.** Meditation: On Refusing to Stay in a Designated Place, *Fikile Nxumalo*. Meditation: Walking Away to Collaboratively Create Exceptions, *Asilia Franklin-Phipps*. Curricul-Arte: Artist Acts of Autohistoria-teoría Within Borderlands Espacios, *Christen Sperry García, Andres Alejandro Rangel, Laia Ivanna Vite, Kim Sandoval, Nathaniel Cano, Michel Flores Tavizón, and Kimberly Grimaldo*. Walking Toward Indigenous Pedagogies: Kənim a Teaching Tool to Enrich All, *Rachel L. Cushman*. For Us This Is Not New: Deliberate Black Educational Strategies in a Rhetorical Democracy During Jim Crow, *Miyoshi Juergensen, Sheryl J. Croft, and Tiffany D. Pogue*. Standing In: A Pedagogy Built on Contemplative, Embodied, and Womanists' Spiritual Practices, *Carla Wilson*. **PART IV: WALKING TOWARD TRANSFORMATION.** Meditation: Responsibilities and Liberations: Acts of Fugitivity in Fascism's Face, *Reagan P. Mitchell*. Meditation: Tension, *Stephanie Masta*. A Reflection

on Walking Away From an Inauthentic Indigenous Language Curriculum: Implications of Sustaining Linguistic Reclamation in a Rural Hoche Community, *Jue Wang*. A Reflection on Colonial Classrooms and a Prayer for Messiness, *Anushri Rastogi and Manu Sharma*. Positionality Stories as Acts of Walking Away: A Critical Pedagogy in Academic Literacies, *Brian Sibanda and Dineo Babili*. and we might be something else, *Samuel Jaye Tanner*. About the Authors.



Who Are You Without Colonialism? Pedagogies of Liberation

Clelia O. Rodríguez, SEEDS for Change and University of Toronto; Josephine Gabi, Manchester Metropolitan University

2023. Paperback 979-8-88730-426-7 \$52.99. Hardcover 979-8-88730-427-4 \$94.99. eBook 979-8-88730-428-1 \$85.

This is not a conventional book because the seed comes from the depth of the volcanic cauldron that awaits silently underneath the Lake Ilopango, the umbilical cord of our Humanity and yours. It is a scream, it is an offering, it is pain and it is love. It is a collective offering to those who are responding to a call of Liberation based on Indigenous Principles to protect and defend the land beyond theories, beyond rhetorical and metaphorical questions. This is a tiny-tiny glimpse into Lak'ech.

A living testament that today, there are people buried on sand, on water, on air, on blood, among carcasses of bodies eaten by vultures—literally and metaphorically—a living testament of open wounds that heal and are traumatized again and again because you, the reader, the listener, the writer, the transcriber, the colonizer, the upholder of patriarchy and caste and class, the translator and the guardian of the door of the Master's House refuse to listen politically.

CONTENTS: The Fading Echoes of 'Decolonising Education', *Josephine Gabi*. Cintli. Chihera Shava Mhofu: Libation Offering to Ancestors, *Faith Mkwesha*. I Am Who I Am, *Pamela Lynn Chrisjohn*. Dai pasina hupambepfumi ndiri ani? *Josephine Gabi*. Land/Home Dreaming, *Glenda Mejía*. The Night I Fell Into the Stars, *Mary Chakasim*. Who Are You Without Colonialism? *Jihan Thomas*. Within the Me, *Anthony C. Guerra*. Time Immemorial, *Amanda Buffalo*. Liberation, *C.K. Samuels*. A Love Letter to Myself, *Jackie Lee*. Shauna Landsberg, *Shauna Landsberg*. Unscripted, *Künsang*. Moons o o o o o o o o o o o o o o o, *Danielle Denichaud*. Without Colonialism I Am, *Ram Trikha*. The Body is an Altar Unaltered, *Hope Kitts*. Deadlines / Dead-Lines / ðe t-Lai. ðet-Lai /Dead-Lines / Deadlines, *Trung M. Nguyen*. Que sería yo y este mundo sin la Colonización, *Odaymar Cuesta*. Unrooting the Colonial Seed, *Karthik Vigneswaran*. Tracing the Root, Unearthing the Wound Shadow-Work as Pedagogical Training, *Zahra Komeylian*. without colonialism, *Aquib Shaheed Yacoob*. Remnants of the In-Between, *Anthazia Kadir*. BlaC Altar, *Kay Williams*. ... walking the forgotten path..., *Miryam Espinosa-Dulanto*. A Micro-Essay on the "Micro-Essays on Poetics," *Octavio Quintanilla*. I'm a Coast Salish Punjabi Settler and I am Not Okay, *Sonia Das*. ... : I am you : past : present : future: You are me: lak'ech : *Clelia O. Rodríguez*. Bios/Statements From Contributors.



BIPOC Alliances Building Communities and Curricula

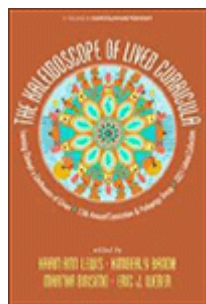
Indira Bailey, Clafin University; Christen Sperry García, The University of Texas Rio Grande Valley; Glynnis Reed, Pennsylvania State University; Leslie C. Sotomayor II, Texas Tech University

2022. Paperback 979-8-88730-057-3 \$52.99. Hardcover 979-8-88730-058-0 \$94.99. eBook 979-8-88730-059-7 \$85.

BIPOC Alliances: Building Communities and Curricula is a collection of reflective experiences that confront, challenge, and resist hegemonic academic canons. BIPOC perspectives are often scarce in scholarly academic venues and curriculum. This edited book is a curated collection of interdisciplinary, underrepresented voices, and lived experiences through critical methodologies for empowerment (Reilly & Lippard, 2018). Gloria Anzaldúa's (2015) autohistoria-teoría is a lens for decolonizing and theorizing of one's own experiences, historical contexts, knowledge, and performances through creative acts, curriculum, and writing. Gloria Anzaldúa coined, autohistoria-teoría, a feminist writing practice of testimonio as a way to create self-knowledge, belonging, and to bridge collaborative spaces through self-empowerment. Anzaldúa encouraged us to focus towards social change through our testimonios and art, "[t]he healing images and narratives we imagine will eventually materialize" (Anzaldúa & Keating, 2009, p. 247).

For this collection, we use lived experience or testimonios as an approach, a method, to conduct research and to bear witness to learners and one's own experiences (Reyes & Rodríguez, 2012). Maxine Greene's (1995) concept of an emancipated pedagogy merges art, culture, and history as one education that empowers students with Gloria Anzaldúa's (2015) autohistoria-teoría to re-imagine individual and collective inclusion by allowing students "... to read and to name, to write and to rewrite their own lived worlds" (Greene, 1995, pp. 147). Greene and Anzaldúa reach beyond theorizing and creating curriculum for awareness and expand the crossings into active and critical self-reflective work to rewrite one's own empowered stories and engage in a healing process.

CONTENTS: Introduction, *Indira Bailey, Leslie C. Sotomayor II, Christen Sperry Garcia, and Glynnis Reed*. **PART I: TESTIMONIOS.** Testimonios and Microaggressions: BIPOC Student Experiences in Academia Through a Creative Collaborative Series of Letters, *Leslie C. Sotomayor II, Kelvin K. Boakye, Maya Ilayne Kirkland, Bianca Isabela Rodriguez, and Chloe Grace Ferrer*. Claiming/Reclaiming Space: Chicana/x Latina/x Working Group (CLWG) Experience, *Esther Medina De León*. Visual Testimonios: Artist/Writer Acts of Resistance and Recovery, *Christen Sperry García, Leslie C. Sotomayor II, Alexis Marie Ramos, Elizabeth Gonzalez, Ricky Sullivan, Lourdes Garcia, Adilene Rosales, Rocio Guerrero, Mandy Wilson, and Nydia Salinas*. Home, Family, and History: Highlighting an Underrepresented Geographic and Cultural Narrative, *Gina Gwen Palacios*. A Chicano-ish, Chicano, Chican@, or ChicanX Artist Statement, *Paul Valadez*. (Re)membering, (Re)constructing, and (Re)imagining Experience: Decolonizing Epistemological and Ontological Assumptions Formed in the Academy Through the Use of Autohistoria-Teoría in the Classroom, *Kristin Alder*. **PART II: LIVED EXPERIENCES/IDENTITIES.** (Black Art Visuality: (Re)Directing the Black Gaze in Art Education, *Indira Bailey*. Paper Thin Boundaries, *Glynnis Reed*. When and Where I Enter: A Reflective Essay on the Photographic History of Three Generations of Black Women Educators, *Meghan Green*. ode to cymone and will (ode is a really white, really funny word), *Samuel Jaye Tanner*. Defining "Belonging" in Classrooms: Collected Narratives From Two Educators in Art and Science at Higher Education Institutions, *Kyungeun Lim and Soon Goo Lee*. Centering Asian Women's Feminist Anger Using Zines in Art Education, *Eunkyung Hwang*. **PART III: DE-CENTERING WHITE CURRICULAR CANONS.** Witnessing Calls to Action: An Anti-Racist Education Through a Public Curriculum of the Arts, *Addyson Frattura and Yotam Ronen*. Building Better Curriculum Through Black Hair, *Linda Hoepfner Poling and Juliann Dorff*. BIPOC Perspectives and Subaltern Voices: The Doubly Oppressed Subject of the Marginalized Feminist Artist, *Maia Toteva*. Disrupting and Transgressing the Canon: Including BIPOC Voices, *Rochonda L. Nenonene, Novea A. McIntosh, and R. Darden Bradshaw*. Reclaiming our Indigeneity: Deconstructing Settler Myths Through Micro-Activism, *Rosalva Resendiz, Lucas Enrique Espinoza, and Luis Enrique Espinoza*. Contributors.



The Kaleidoscope of Lived Curricula Learning Through a Confluence of Crises 13th Annual Curriculum & Pedagogy Group 2021 Edited Collection

Karin Ann Lewis, University of Texas Rio Grande Valley; Kimberly Banda, University of Texas Rio Grande Valley; Martha Briseno, Lamar Consolidated Independent School District; Eric J. Weber, Division of Outreach Services — South Carolina School for the Deaf and the Blind

2021. Paperback 978-1-64802-739-0 \$72.99. Hardcover 978-1-64802-740-6 \$104.99. eBook 978-1-64802-741-3 \$85.

Within the context of recent, and ongoing, plural pandemics such as COVID-19 up/ending lives, social and racial chaos and catastrophe, political pressures, and economic convulsions, *The Kaleidoscope of Lived Curricula: Learning Through a Confluence of Crises* offers a journey through a collection of scholarly reflective creative pieces--stories of lived curricula. Like a kaleidoscope filled with loose pieces of simple colored glass and objects transforming into an infinite variety of beautiful forms and patterns with the slightest turn, the collection of pieces in this book reflect images of the sky that nurtures life; sun that illuminates understanding; earth that shifts and grounds us; fire that is primal, intending to spark and extend curricular and pedagogical conversations and understandings.

This book provides a lens through which to observe and experience how plural pandemics shifted the lived curricula--the colored glass and objects in the lives of others--to surface, contextualize, confront, and curate challenges, as well as celebrate the courageous and elevate and empower marginalized groups to relate, learn, and heal through stories of lived curricula.

This beautiful collection brings readers to an awareness, understanding, and appreciation of the lived curricula unlike they have ever experienced before.

CONTENTS: Introduction. **PART I: SKY.** White Noise, *Ferial G. Pearson*. Remembering Intergenerational Knowledge Through Practices of Eco-Literacy: A Curriculum Of Poetic Inquiry To Inspire Mental Health, *Andrejs Kulnieks*. Lived Experiences of a Wife, Mother, Grandmother, and Educator During a Global Pandemic, *Armandina Thomas*. A Teacher's

Thoughts at 3 AM, *Sarrah J. Grubb*. Being a Mother in/and the Pandemic: The Democratic Challenge of Zoom Teaching, *Kelsey Benson*. Coping During Multiple Crises: Performative Spaces in Teacher Education, *J. Scott Baker*. Resisting Conformity Through Art, *Kathy Bussert-Webb*. Someone Smells Like Poop: Stories of Mothering While Being an Academic, *Eunice Lerma, Miryam Espinosa-Dulanto, Karin Lewis, and Vejaya Viren*. The Triumph of Love, *Folake Elizabeth Adelokun*. **PART II: SUN.** Thinking Spatially: A Shift in Modality Due to COVID-19 and the Students Who Remain Disconnected, *Jason E. Titus*. Found Poems and Imagery of Physical and Social Dis/Connections in Inclusive Education During a Pandemic, *Melissa Cain and Louise Gwenneth Phillips*. Scholar Participant Phantasmagoria: A Creative Reflection on Research Under Crisis, *S. Gavin Weiser and Lindsay DeMartino*. Through the Looking Glass: A Professor's Pandemic Journey Down the Rabbit Hole of Reddit, *Mychelle Hadley Smith*. Conversations, Performance-Based Learning, and Meaning Making: Understanding the Pandemic Through Philosophical Performance, *Sheetal Digari, Sijin Yan, and Patrick Slattery*. Transcending and Transforming: Teaching and Learning in the Time of COVID 19, *Kate E. O'Hara*. Relational Teaching During a Pandemic: A Conversation Across Theories in Practice, *Alicia Bitler, Ebtissam Oraby, and Kimberly Sloan*. In Defense of a Place Called School: Aesthetics-as-Praxis in Times of Crisis, *Morna McDermott McNulty*. Workforce Economic Development Education Structures: When Administrative Crisis Leadership Makes a Difference in the Whole Organization, *Melissa Sadler-Nitu and Juan F. Solis III*. **PART III: EARTH.** La Cuarentena: A Personal Reflection on How COVID-19 Changed My Path, *Cynthia Villarreal Cantu*. Examined Lives: 10 Reflections on Our Pandemic Pedagogies, *Margaret Clark and Rebecca Buchanan*. ¿Co mo llegue aquí? Latina, educada, educadora, bilingu e, *Gloria Garcia*. Living in Alignment: A Reflection on Vocational Calling, *Dana M. Malone*. Emotion (less): A Reflection on the Intersection of Lived Experiences, Screens and Laughter, *Tara Lawson-Harris*. Curriculum as a Vehicle for Societal Change. Reflecting on a Career Teaching in the Canadian Arctic, *Tanya L. Saxby*. COVID-19, Murder, and Multicultural Connections: My Dream Job, *Michelle L. Knaier*. What is the First Thing You Will Do? *S. Pettus-Wakefield*. **PART IV: FIRE.** Together in This Untogetherness, *Samuel Jaye Tanner*. The Courageous Imagination: Debating Politics and Religion, *Eva Rose B. Washburn-Repollo*. "Yo no me se vender, yo no me quiero vender": Latina Women Navigating Personal and Professional Lives, *Miryam Espinosa-Dulanto, Freyca Calderon-Berumen, and Karla O'Donald*. Learning to Live an Anti-Racist Curriculum: A Non-Indigenous 'Asian' Australian Teacher's Asiancrit Autoethnographic Account, *Aaron Teo*. The Kaleidoscope of Blackness: A Lived Experience of An African American Art Educator, *Indira Bailey*. Materializing Power of Critical Black Pedagogy: Educating within the Panopticon, *Janelle Grant*. Diversity, Equity, and Inclusivity in a Time of Crises: A Reflection on Educators' Perspectives of Critical Theory and Social Justice Issues, *Araba A. Z. Osei-Tutu, Razak Dwomoh, Alankrita Chhikara, Lili Zhou, Stephanie Oudghiri, and Troy Bell*. Dear Other Child: Three Letters from Lockdown, *Julia Persky*. About the Contributors.



Making A Spectacle Examining Curriculum/Pedagogy as Recovery From Political Trauma

Megan Ruby, Oklahoma State University; Michelle Angelo-Rocha, University of South Florida; Mark Hickey, Oklahoma State University; Vonzell Agosto, University of South Florida

2020. Paperback 978-1-64802-291-3 \$52.99. Hardcover 978-1-64802-292-0 \$94.99. eBook 978-1-64802-293-7 \$85.

This book edition offers a collection of scholarship and reflections that goes beyond theoretical conversations. This volume helps reignite a dialogue not only by scholars but also by educators, activists, and students who believe in inclusive and equal access to education for all individuals regardless of race, ethnicity, immigration status, gender, sexuality, religion, and other identities. In this volume, the authors examine curriculum and pedagogy as a tool for recovery from political trauma and healing. They used this as an opportunity to confront some of the politically shameful situations affecting educational environments, homes, neighborhoods, enclaves, and regions marked by socioeconomic inequality.

The authors of *Making a Spectacle* present wide-open questions: How are educators and school leaders learning to interact with one another, students, their families, and community while facing increased mass school shootings, police violence, racial profiling, unequal access to education and basic needs during a pandemic (COVID-19), and other forms of sociopolitical stress influenced by discrimination, institutional racism, and White nationalism? What curricular and pedagogical geographies are educators and students afforded through which to process their emotional responses to ecological or political activities witnessed in schools and their surrounding areas? These chapters and reflections/perspectives represent a diversity of positionalities within critical intersections of power and privilege as they relate to identity, culture, and curriculum and social justice, schools, and society.

CONTENTS: Introduction. **SECTION I: RECOVERY FROM POLITICAL TRAUMA THROUGH RESISTANCE.**

Performing Nepantla: Spanglish as Visual Art Practice in the Rio Grande Valley Borderlands, *Joellyn Sanchez, Ivan Cantu, Monica Varela, Maricela Casas, Maritzabel Salinas and Christen Sperry García*. Reflecting Back, *Kelly P. Staniunas*. Living Art Out Loud: Performances at the Texas Tech University Public Art Collection, *G. Dean McBride*. Pluribus vs. Unum as

Values in Citizenship Education, *Eleni Mousena*. **SECTION II: ISSUES SURROUNDING AMERICAN GUN VIOLENCE AND ITS NORMALIZATION IN SCHOOLS.** Only a Drill, *Emily Marie Passos Duffy*. Caught in the Political Machine: Educators and Active-Shooter Drills, *Jessica O'Brien and Vonzell Agosto*. so used to trauma, so calm, *Samuel J. Tanner*. Grant, Martin, Garner, Rice, and Teaching On, *Brian Gibbs*. **SECTION III: HEALING POLITICAL TRAUMA THROUGH ART EXPRESSION.** Restorative (Re) Creation(s): Releasing Thoughts and Perspectives Through Counter-Cartography, *Bretton A. Varga and Kiara Flores*. When the Airborne Toxic Event Broke New Orleans' Levees, *David R. Fisher*. The Critical, Posthumanities as a Lens for Curriculum Theorizing: Trauma-Informed Curriculum in a More-Than-Human, More-Than-Critical World, *Mary Newbery*. **SECTION IV: LIVED EXPERIENCES WITH POLITICAL TRAUMA SURVIVORS.** Reflection: Recently Arrived—Still Under-Served: Language Learning and Teaching in the Shadows, *Michelle Angelo-Rocha, Lisa Armstrong, Ann Marie Mobley, and Dionne Davis*. Intentional Caregiving Through Love and Carin o: Mixed Status Families Responding to Issues of ICE and Im/migration, *Larisa Callaway-Cole*. Reflection: A Testimonio of Political Trauma: Coyote Meets His Match, *Paul Perez-Jimenez*. Patrick Stays Silent: East African Refugee Transition in American Education, *Michaela Inks*. Reflection: Forced "Normalcy" as Political Trauma for Students With Disabilities, *Caitlin Sweetapple*. Reflection: Parent Cafe Reflections, *Matthew Bradley and Maura Sellars*. **SECTION V: POLITICAL AFTERMATH AND CREATING SPACE FOR RECOVERY/HEALING.** Neutrality as Lightning Rod: Contextualizing Teachers' Experiences in the 2016 Election Aftermath, *Erin Dyke, Jinan El Sabbagh, Sarah Gordon, and Jennifer Job*. Make America Great for Once (MAGFO), *Chantae D. Still*. Renegade Teachers: Deconstructing Heteronormative Narratives in the Classroom, *Mark Hickey, Jinan El Sabbagh, and Megan Ruby*. Reflection: Sisyphus With a Smile: On Finding Momentum Through Political Trauma in Education, *Nadia Khan-Roopnarine*. "We Are Still Here": (Not) Teaching Disruption, Interruption, Resistance, and the Creation of Change, *Brian Gibbs and Kristin Papoi*. Society's Gate Keepers, *Jose Cordon*. **SECTION VI: MORE THAN A LABEL: EMPOWERMENT IN CREATING SPACE IN HIGHER EDUCATION.** Black Academic Resistance: A Visual Arts Approach to Empirical Research, *Asha Omar*. A Mirror, *Sarra Grubb*. Reflection: Inertia and Pa'delante, *Freyca Calderon-Berumen and Miryam Espinosa-Dulanto*. About the Contributors.



Ideating Pedagogy in Troubled Times Approaches to Identity, Theory, Teaching and Research

Shalin Lena Raye, Purdue University; Stephanie Masta, Purdue University; Sarah Taylor Cook, Johns Hopkins Bayview Medical Center; Jake Burdick, Purdue University

2019. Paperback 978-1-64113-864-2 \$52.99. Hardcover 978-1-64113-865-9 \$94.99. eBook 978-1-64113-866-6 \$85.

We began the call for this book by asking authors to ideate on activism -to take up and seek to extend- the interbraided values from the Curriculum and Pedagogy group's espoused mission and vision, collocating activist ideologies, theoretical traditions, and practical orientations as a means of creatively, reflectively, and productively responding to the increasingly dire social moment. This moment is framed by a landscape denigrated beyond even Pinar's (2004) original declaration of the present-as-nightmare. The current, catastrophic political climate provides challenges and (albeit scant) opportunities for curriculum scholars and workers as we reflect on past and future directions of our field, and grapple with our locations and roles as educators, researchers, practitioners, and beings in the world. These troubled times force us to think critically about our scholarship and pedagogy, our influence on educational practices in multiple registers, and the surrounding communities we claim to serve. This is where the call began: from a desire to think through modern conceptions regarding what counts as activism in the fields of education, curriculum, and pedagogy, and to consider how activist voices and enactments might emerge differently through curriculum and pedagogy writ large.

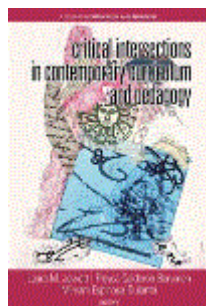
A guiding source of inspiration for this book, weaving among the emerging themes between the collected manuscripts, reflections, and poems, was a passage in Sara Ahmed's (2013) book, *The Cultural Politics of Emotion*. In this passage, Ahmed works through the complicated relationship between the testimonies of pain that injustice causes, the recognition of this pain, and the potential of these wounds to move us into a different relationship with healing (p. 200). The chapters, reflections, and poems within this volume, thus, effect a collective ideation on how specific cultural politics and deleterious ideological formations - racism, colonialism, homophobia, ableism, to name only a few - persist and mobilize. The authors seek to expose and name some of these injustices, asking readers not only see and hear these experiences, but to inhabit our complicities in their promulgation.

It is important to acknowledge that these named social troubles do not exist in isolation, and will enmesh, weave, wind, and entangle with one another. The section headings parallel Ahmed's (2013) own ideations: testimony, recognition, and wounds, not as a formula to follow as an activist call, or as a model for a means to a more just end, but as a way to engage in these issues as a trope of activist confrontation of readers who are, as many of our authors suggest, complicit in maintaining many of these social troubles. The chapters do not need to be read in any particular order, though the ordering of the chapters moves from the naming of social troubles, to showing how teaching, research, and theory ask us

to take a more active role in recognizing and acknowledging the prevalence of these issues, and then theorizing ways to engage the wounds.

CONTENTS: Introduction. **PART I: TESTIMONY: WITNESSING, EXPOSING, AND REVEALING INJUSTICES.**

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Critical Intersections In Contemporary Curriculum & Pedagogy

Laura Jewett, University of Texas Rio Grande Valley; Freyca Calderon-Berumen, Pennsylvania State University; Miryam Espinosa-Dulanto, University of Texas Rio Grande Valley

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This volume offers a collection of scholarship that extends curricular conversations, crosses borders of praxis, and expands democratic, critical and aesthetic imaginaries toward the ends of lending momentum to the ever-present and wide-open question: What is to be done— in terms of curriculum and pedagogy— in P-12 schools, in teacher education and other higher education contexts, in communities, as well as within our own lives as teachers, leaders and learners? These chapters represent perspectives from curriculum workers/teachers/scholars/activists across theoretical landscapes and spanning a diversity of positionalities within critical intersections of power and privilege as they relate to identity, culture and curriculum as well as to social justice, schools and society.

CONTENTS: SECTION I: NURTURING CRITICAL CONVERSATIONS OF CURRICULUM AND PEDAGOGY.

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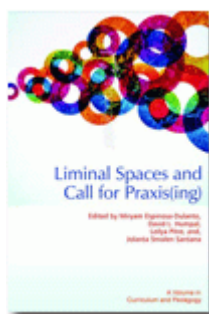
Collective Unravelings of the Hegemonic Web

Becky L. Noël Smith, University of Alabama; Katherine Becker, Lakehead University, Orillia; Libbi R. Miller, California State University, Fresno; Natasha S. Reid, University of Arizona; Michele D. Sorensen, University of Regina

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Collective Unravelings of the Hegemonic Web represents the culmination of work that emerged from 2013 Curriculum & Pedagogy annual conference. The notion of the hegemonic web is the defining theme of the volume. In this collection, authors struggle to unravel and take apart pieces of the complex web that are so deeply embedded into normative ways of thinking, being and making meaning. They also grapple with understanding the role that hegemony plays and the influence that it has on identity, curriculum, teaching and learning. Finally, scholars included in this volume describe their efforts to engage and undergo counter-hegemonic movements by sharing their stories and struggles.

CONTENTS: The James T. Sears Award. Foreword: On Hegemony - Peril or Promise? *Jessica A. Heybach*. Introduction: Our Gracious Nod to New Orleans. Poem: Bad Collective Memory: Reflections On New Orleans, November 2013 Curriculum And Pedagogy Conference, *Brad Walkenhorst*. **SECTION 1: UNRAVELING.** "The Black Atlantic": Reconceptualizing The "South" As An Afro-Franco-Creole Space, *Petra Munro Hendry*. Social Reproduction and Teacher Education, *Elizabeth Deuermeyer*. Writing Student Affairs: Discursive Shifts and the Challenges of Holistic Education on American College Campuses, *Paul Eaton*. Why Experience Matters: Legal Pedagogy, Positionality, and the Human Rights Curriculum, *Sujata Gadkar-Wilcox*. A Curricular Exploration of The Boondocks for Art Education: A Critical Race Pedagogy of Identity in Black Visual Culture Part II, *Alphonso Walter Grant*. Exploring Complex Learning Systems through the Plays of William Shakespeare, *Danielle Klein*. **SECTION 2: UNDERSTANDING.** The Haunted Curriculum: Memory, Pedagogy, Trauma, *Jessica Baker Kee*. Unraveling the Tangled Threads of Memory as Praxis: Empowering Hispanic Teacher Candidates to Teach in the Twenty-first Century and (Re)Discovering My Self, *Diana H. Cortez-Castro*. Troubling "Family": How Primary Grade Teachers Negotiate Hegemonic Discourses of Family, *Amy Shema*. Creating Space for Students, *Daniel Becker*. **SECTION 3: UNDERGOING.** Making Spaces for Community in the Curriculum: Broadening Boundaries to Understand Our Place in the World, *Sharon Peck*. The Juxtaposition of Aesthetic Reading, Digital Literacies and the Common Core, *Heather Rogers Haverback*. Restructuring Schools within Societal Confines, *Denise Gordon, Tamara Choate, Julie Fisher, and Martha Sullivan*. Reclaiming Teacher Resistance: A Call for Principled Resistance in a Democracy, *Jocelyn Weeda*. Critical Resistance to Teach For America: Challenging Power, Privilege, and White Supremacy, *Stephanie Anders, Ashana Bigard, Ruth Idakula, Kerry Kretchmar, Hannah Price, Rebecca Radding, Hannah Sadtler, and Beth Sondel*. Imagining Alternatives to Education Reform: The Save Our Schools Campaign For Artful Resistance, *Morna McDermott and Becky L. Noël Smith*.



Liminal Spaces and Call for Praxis(ing)

Miryam Espinosa-Dulanto, Valdosta State University; David L. Humpal, Independent Researcher; Leilya Pitre, Louisiana State University; Jolanta Smolen Santana, Oregon State University

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Liminal Spaces and Call for Praxis(ing) follows the theme of the Curriculum & Pedagogy conference that highlighted issues of power, privilege, and supremacy across timelines and borders. This volume comprises of an interconnected mosaic of theoretical research and praxis. Facing the current and future challenges of corporatization of education, it becomes imperative to identify and deconstruct elements that provide more responsive and fertile ground for a research and praxis based mosaic of pedagogy. This volume includes works of those scholars who identified or worked with communities of color and/or who drew on the activist and intellectual traditions of peoples of color, third world feminism, indigenous liberation/sovereignty, civil rights, and anticolonial movements.

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Excursions and Recursions Through Power, Privilege, and Praxis

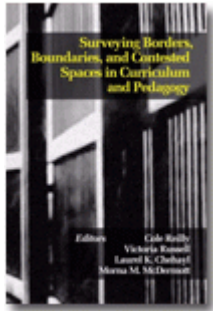
Brandon Sams, University of North Carolina; Jennifer Job, University of North Carolina; James C. Jupp, Georgis Southern University

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The Curriculum and Pedagogy book series is an enactment of the mission and values espoused by the Curriculum and Pedagogy Group, an international educational organization serving those who share a common faith in democracy and a commitment to public moral leadership in schools and society. Accordingly, the mission of this series is to advance scholarship that engages critical dispositions towards curriculum and instruction, educational empowerment, individual and collectivized agency, and social justice. The purpose of the series is to create and nurture democratic spaces in education, an aspect of educational thought that is frequently lacking in the extant literature, often jettisoned via efforts to de-politicize the study of education. Rather than ignore these conversations, this series offers the capacity for educational renewal and social change through scholarly research, arts-based projects, social action, academic enrichment, and community engagement. Authors will evidence their commitment to the principles of democracy, transparency, agency, multicultural inclusion, ethnic diversity, gender and sexuality equity, economic justice, and international cooperation. Furthermore, these authors will contribute to the development of deeper critical insights into the historical, political, aesthetic, cultural, and institutional subtexts and contexts of curriculum that impact educational practices. Believing that curriculum studies and the ethical conduct that is congruent with such studies must become part of the fabric of public life and classroom practices, this book series brings together prose, poetry, and visual artistry from teachers, professors, graduate students, early childhood leaders, school administrators, curriculum workers and planners, museum and agency directors, curators, artists, and various under-represented groups in projects that interrogate curriculum and pedagogical theories.

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Surveying Borders, Boundaries, and Contested Spaces in Curriculum and Pedagogy

Cole Reilly, Towson University; Victoria Russell, Towson University; Laurel K. Chehayl, Monmouth University; Morna M. McDermott, Towson University

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